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IDENTIFIERS *Stress (Biological)

ABSTRACT

This lesson plan focuses on the definition, kinds, and causes of stress, and explores some ways of coping with stress. The lesson plan begins with information on the course for which the plan was developed; equipment and audio-visual aids needed; requirements for student materials; course objectives; bibliographic references; and special remarks for the instructor. Next, a step-by-step outline of the instructor's presentation is provided in a format indicating the length of time and the equipment or other aids needed for each step of the lesson. The presentation defines stress, indicates that some kinds of stress are healthy, reviews the physical symptoms and pyschological indications of stress, and considers the role of optimism, self-confidence, flexibility, enthusiasm for life, willingness to accept uncertainty, and self-control in coping with stress. Course handouts, transparency masters, and teacher worksheets are included. (EJV)

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# STRESS: How Does It Affect Your Life?

Advance Guidance (Individual Quest)
Lesson Plan No. 2

Pauline Kawamata
Kailua High School

Western Curriculum Coordination Center
Honolulu, HI

November, 1987

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# LESSON PLAN

| LESSON PLAN NO. | INSTITUTION / AGENCY: | PAGE 1 OF 28 PAGES |
|---|---|---|
| 2 | Kailua High School | |

| COURSE OF INSTRUCTION AND COURSE NUMBER: | TOTAL HOURS: | LESSON TITLE: |
|---|---|---|
| Advance Guidance (Individual Quest), ACCN #GA30 | 1 semester | STRESS: How Does It Affect Your Life? |

| DAY AND DATE OF INSTRUCTION: | HOURS | PLACE: |
|---|---|---|
| Thursday, November 5, 1987 | 50 minutes | University Annex, Room 3 |

| NO. OF STUDENTS: | REHEARSAL: | INSTRUCTOR AND ASSISTANTS: | STUDENT MATERIALS AND DRESS: |
|---|---|---|---|
| 15 | | Pauline Kawamata, Individual Quest Coordinator | (see attached) |

**REFERENCES:**

(see attached)

**EQUIPMENT AND AUDIO-VISUAL AIDS:**

(see attached)

**OBJECTIVES:**

The student will be able to:

1. Define stress
2. Identify two types of stress
3. Discuss causes of stress
4. Examine six different ways of coping with stress

**SPECIAL REMARKS:**

REFERENCES


1. Baugher, Shirley L. Stress: A Life Factor. St. Louis, Missouri: Milliken Publishing Co., 1980.

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4. Eads, Freeman, D., and Barbara E. Hinton. Technical Management and Supervision. Fayetteville, Arkansas: University of Arkansas, 1984.

5. Gillespie, Peggy Roggenbuck. Less Stress in 30 Days. New York: New American Library, 1986.

6. Jongeward, Dorothy. Everybody Wins: Transactional Analysis Applied to Organizations. Reading, Massachusetts: Addison-Wesley Publishing Co., 1976.

7. Mills, James Willard, Coping with Stress. New York: John Wiley and Sons Inc., 1982.

8. Nelson, Dr. Robert E. "Coping with Conflict; Coping with Change", Occupational Survival Skills. Urbana, Illinois: University of Illinois, 1978.

9. Ohio State University. Managing Stress Before It Manages You. Columbus, Ohio: Ohio State University, 1983.

10. Peck, Robert H., Sandro Ingari, and Arthur Eve, Conflict Management Training. Boston, Massachusetts: Institute for Governmental Services, September 1982.

11. University of Hawaii. Stress Management: Application to Work Settings in Human Services. Honolulu, Hawaii: University of Hawaii Youth Development and Research Center, 1982.

STUDENT MATERIALS

Worksheets: Life Event Scale (7)
Stress Quiz

EQUIPMENT AND AUDIO-VISUAL AIDS

screen
overhead projector
blackboard
chalk
blank transparencies (at least 2)
transparency pens

transparencies:
#1-Defining Stress (7)
#2-Some Stress is Healthy (7)
#3-Physical Symptoms of Stress (1)
#4-Psychological Indications of Stress (1)
#5-The Why's of Stress (1)
#6-Coping (1)
#7-Optimism (6)
#8-Self-Confidence (6)
#9-Flexibility (6)
#10-Enthusiasm for Life (6)
#11-Willingness to Accept Uncertainty (6)
#12-Self-Control (6)

teacher worksheets: Life Event Scale Scoring Instruction
Stress Quiz Answer Sheet

NOTE: The number in the parentheses represents the resource from which the transparency came. Refer to the numbers on page 2.

PRESENTATION

| OUTLINE OF INSTRUCTION | TIME | METHODS OF INSTRUCTION AND AIDS |
|---|---|---|
| **I. INTRODUCTION** | | |
| Good afternoon class! The lesson for today is "Stress: How Does It Affect Your Life?" | 3 min. | Have objective written on the blackboard. |
| **A. OBJECTIVES** | | |
| By the end of today's lesson, you all will be able to:<br>1) Define stress<br>2) Identify two types of stress<br>3) Discuss possible causes of stress<br>4) Examine six different ways of coping with stress | | |
| **B. STANDARDS** | | |
| I'd like to cover as much material as I possibly can. Because our time is limited, I'd like all of you to participate fully and to make optimum use of the time allotted to you. | | |
| **C. REASONS** | | |
| Today's activity is very important. Why, you ask? All of you have been at your career sites for some time now. I'm sure all of you are learning a great deal about your career interest. However, some of you might be having "good" experiences, some of you might be having "bad" experiences. You might be encountering some stressful situations. In any case, today's activity is designed to help you recognize and deal stress in your life, as well as at your career site. | | |
| **II. EXPLANATION** | | |
| **A. Definition of Stress** | 3 min. | |
| Before we begin, I'd like you to ponder this question. What is stress? Can anyone come up with some possible definitions? | | List possible answers on a blank transparency. Possible answers: tension, dealing with difficult situations, getting angry or upset |

PRESENTATION

| OUTLINE OF INSTRUCTION | TIME | METHODS OF INSTRUCTION AND AIDS |
|---|---|---|
| Would anyone like to share their most recent stressful situation? | | List student answers on transparency. Possible answers: Your anger at getting stuck in traffic, your anxiety at taking a test, your annoyance at a friend's gossip |
| Thank you for sharing. I'm sure all of you have been under stress at one time or another. Each of us reacts to stress in different ways. Basically, this is the definition of stress. STRESS IS THE BODY RESPONSE TO ANY DEMAND PLACED ON IT. | | Transparency #1 - Defining Stress |
| Let's look at some of the examples you just gave in class. For example, getting angry is the body's response and being stuck in traffic is the demand that is placed on the body. Looking at the other examples, what are the body's responses and the demands on the body? | | Possible answers:<br>Body responses / Demand<br>anxiety / taking a test<br>annoyance / friend's gossip<br>anger / traffic |
| **B. Some Stress Is Healthy** | 2 min. | |
| Not all stress is bad. Some stress is healthy. According to transparency #2, "There has to be some stress in each individual's life. This is normal and healthy. It makes us grow and be interesting people. Many people strive on stress; some say they work better when under pressure or stress. This is true to a point. Then the stress peak is reached at productivity falls off sharply." | | Transparency #2 - Some Stress Is Healthy |
| Some examples of "healthy" stress are making payments on your own car or working hard hard in meeting your deadlines so you can get an "A" on your term paper. Can any of you give other examples of "healthy" stress? | | Possible answers: saving money for the prom, working part-time so you can have spending money. |
| **C. Types of Stress** | | |
| Remember - stress can be healthy, to a point. Soon, stress will take its toll on body. There are two types of stress - **PHYSICAL** and **PSYCHOLOGICAL**. | 4 min. | |

PRESENTATION

| OUTLINE OF INSTRUCTION | TIME | METHODS OF INSTRUCTION AND AIDS |
|---|---|---|
| 1) Physical Symptoms of Stress | | |
| Any physical or bodily symptom unusual for you may be an indicator of stress. These include:<br>a) insomnia (inability to sleep)<br>b) fatigue (being excessively tired)<br>c) overeating/loss of appetite<br>d) dizziness<br>Worrying about these symptoms creates MORE stress! | | Transparency #3 - Physical Symptoms of Stress |
| 2) Psychological Indicators of Stress | | Transparency #4 - Psychological Indicators of Stress |
| Psychological indicators of stress are often more difficult to pinpoint than physical symptoms. These usually deal with our mental state or with our emotions. They can vary a great deal, including these symptoms:<br>a) listlessness<br>b) boredom<br>c) anger<br>d) depression<br>e) fear<br>f) avoidance<br>Stress is not "all in the mind." It affects us physically AND psychologically. | | |
| **D. Causes of Stress** | | |
| Knowing what stress is and knowing what the symptoms are the first steps in dealing with stress. The next step is to examine the CAUSES OF STRESS. | 2 min. | |
| Stress is caused by one crisis situation or the combination of many pressures. If we know what are the CAUSES of our stress, we can better deal with our our personal situation. | | Transparency #5 - The Why's of Stress |

PRESENTATION

| OUTLINE OF INSTRUCTION | TIME | METHODS OF INSTRUCTION AND AIDS |
|---|---|---|
| This next worksheet I'd like for us to do is called the "LIFE EVENT SCALE." There are certain events that take place in our lives that cause us some amount of stress. This worksheet rates each event according to the amount of stress it put on a person. The higher the number, the more stress on the individual. According to the worksheet, what are the top three causes of stress? | | Pass our worksheet - Life Event Scale<br><br>Answer: Death of a parent, death of a brother or sister, divorce of your parents |
| What I'd like for your to do is complete this worksheet based on the events that you have experienced within the past year. Because our time is limited, I'd like you to use the first column to check off your answers. At the end of the first column, which is on the second page, write down your TOTAL points. I will give you five minutes to complete this worksheet before going over the results with you. (Repeat instructions if necessary.) | 5 min. | |
| Let's go over our scores. How many of you had a score over 200 points? Did any of you check off any of the first 12 items? If so, you're experiencing a great deal of stress. Would any of you like to share your results? How did you feel at the time of the event? Did you feel "stressed?" | 3 min. | Have students share what they have checked off and share how they felt. |
| We need to look at ways of handling this stress, ways of coping with stress. | | |
| **E. Coping With Stress** | | |
| If a person is experiencing stress, there are several things a person can do to help cope with or handle the stress. Looking at transparency #6, learning to cope with stress is healthy. Exercise, hobbies, and rest relax the body. Sometimes outside help is needed to evaluate the stress situations and the response to it. | 2 min. | Transparency #6 - Coping |
| We all cope with stress in different ways. Some of us sleep. Some of us talk with friends. How do some of you in class cope with stress? | | Possible answers: Go for a drive, be alone, go shopping, talk to parents. |
| As I stated before, there are many different ways of coping with stress. I'd like to show you six different ways that can help you cope with stress. They can also be referred to as six attitudes that favor change. | | |
| 1) Optimism<br>Optimism means being hopeful or looking towards the brighter side of things. How can this help you cope with stress? | 1 min. | Transparency #7 - Optimism<br>Possible answers: By looking at the positive aspects, we can accept stress more readily. |

PRESENTATION

| OUTLINE OF INSTRUCTION | TIME | METHODS OF INSTRUCTION AND AIDS |
|---|---|---|
| 2) Self-Confidence<br>Self-confidence is a belief in one's own ability. How can this help you cope with stress? | 1 min. | Transparency #8 - Self-Confidence<br>Possible answers: Confidence in our ability to handle stress will make it more acceptable to us. |
| 3) Flexibility<br>"Being able to bend with the wind." "To go with the flow." How can this help you cope with stress? | 1 min. | Transparency #9 - Flexibility<br>Possible answers: Accepting and responding to stress, instead of being set in our ways will help us make our actions realistic. |
| 4) Enthusiasm for Life<br>Enthusiasm means having a lot of energy. How can this help you cope with stress? | 1 min. | Transparency #10 - Enthusiasm for Life<br>Possible answers: A high level of energy and willingness to act helps us keep up with stress. |
| 5) Willingness to Accept Uncertainty<br>Uncertainty means not knowing what the future holds for us. How can this help you cope with stress? | 1 min. | Transparency #11-Willingness to Accept Uncertainty<br>Possible answers: Confusion and uncertainty often accompany stress. Willingness to accept this makes it easier to accept stress. |
| 6) Self-Control<br>Being able to control yourself and your emotions is important in dealing with stress. How can this help you cope with stress? | 1 min. | Transparency #12 - Self-Control<br>Possible answers: A person who can control anger, resentment, fear, dissatisfaction, and other emotions can analyze more clearly and act more sensibly in coping with stress. |
| To summarize the six ways of coping with stress, they are:<br>1) Optimism<br>2) Self-Confidence<br>3) Flexibility<br>4) Enthusiasm for Life<br>5) Willingness to Accept Uncertainty<br>6) Self-Control | 1 min. | |
| **III. SUMMARY** | | |
| As a review of the this we covered today, I'd like all of you to take this STRESS QUIZ. This quiz will also show me how all of you can apply what we've just learned. I will give you a few minutes to complete this quiz. After everyone is done, we will go over our answers. Please put your name and date at the top right hand side of the quiz. After I have passed out the quiz, you may begin. Are there any questions? | 8 min. | Pass out worksheet - STRESS QUIZ |

PRESENTATION

| OUTLINE OF INSTRUCTION | TIME | METHODS OF INSTRUCTION AND AIDS |
|---|---|---|
| Now that we're all done, let's review our answers.<br>(For Part B of the STRESS QUIZ, ask different members of the class for their responses to each questions on the ways of coping with stress.) | 8 min. | Use STRESS QUIZ Answer Key. All answers for Part A as well as the possible answers for Part B are included on the key. |
| Let's recap what we've learned today. As a result of the day's activity, all of you are now able to:<br>1) Define stress.<br>2) Identify two types of stress.<br>3) Discuss the causes of stress.<br>4) Look at six different ways of coping with stress. | 3 min. | Have students go over each item (1-4) as a final review. |
| Just remember, no one can relieve themselves of stress overnight. It takes some work but after today's lesson, I hope all of you will take that first step in taking care of yourself by relieving stress in your life! | | |

NAME _____

DATE _____

## LIFE EVENT SCALE*

Adolescents (Age 12 and over)

Directions: If any of the events listed below occurred in the PAST 12 MONTHS, write the weight in the correct column on the right.

| | WEIGHT | Summer July Aug. | Fall June Sept. Oct. Nov. | Winter Dec. Jan. Feb. | Spring Mar. April May |
|---|---|---|---|---|---|
| The death of a parent | 108 | | | | |
| The death of a brother or sister | 88 | | | | |
| Divorce of your parents | 70 | | | | |
| Marital separation of your parents | 62 | | | | |
| The death of a grandparent | 52 | | | | |
| Hospitalization of a parent | 52 | | | | |
| Remarriage of a parent to a step-parent | 51 | | | | |
| Birth of a brother or sister | 50 | | | | |
| Hospitalization of a brother or sister | 49 | | | | |
| Loss of a job by your father or mother | 46 | | | | |
| Major increase in your parents' income | 41 | | | | |
| Major decrease in your parents' income | 43 | | | | |
| Start of a new problem between your parents | 41 | | | | |
| End of a problem between your parents | 30 | | | | |
| Change in father's job so he has less time home | 35 | | | | |
| A new adult moving into your home | 34 | | | | |
| Mother beginning to work outside the home | 28 | | | | |
| Being told you are very attractive by a friend | 26 | | | | |
| Going on the first date of your life | 42 | | | | |
| Finding a new dating partner | 34 | | | | |
| Breaking up with a boy/girl friend | 39 | | | | |
| Being told to break up with a boy/girl friend | 35 | | | | |
| Start of a new problem between you and your parents | 43 | | | | |
| End of a problem between you and your parents | 35 | | | | |
| Beginning the first year of senior high school | 19 | | | | |
| Move to a new school district | 41 | | | | |
| Failing a grade in school | 47 | | | | |
| Suspension from school | 34 | | | | |
| Graduating from high school | 33 | | | | |
| Being accepted at the college of your choice | 39 | | | | |
| Recognition for excelling in a sport or other activity | 24 | | | | |
| Getting your first driver's license | 32 | | | | |
| Being responsible for an automobile accident | 36 | | | | |
| Becoming an adult member of a church | 25 | | | | |
| Being invited to join a social organization | 18 | | | | |
| Being invited by a friend to break the law | 21 | | | | |

(continued)

| | WEIGHT | Summer June July Aug. | Fall Sept. Oct. Nov. | Winter Dec. Jan. Feb. | Spring Mar. April May |
|---|---|---|---|---|---|
| Appearance in a juvenile court | 31 | | | | |
| Failing to achieve something you really wanted | 32 | | | | |
| Getting a summer job | 35 | | | | |
| Getting your first permanent job | 40 | | | | |
| Deciding to leave home | 41 | | | | |
| Being sent away from home | 46 | | | | |
| Being hospitalized for illness or injury | 50 | | | | |
| Death of a close friend | 63 | | | | |
| Becoming involved with drugs | 45 | | | | |
| Stopping the use of drugs | 30 | | | | |
| Finding an adult who really respects you | 22 | | | | |
| Getting pregnant or fathering a pregnancy | Boys 61, Girls 88 | | | | |
| Getting married | 78 | | | | |
| Outstanding personal achievement (special prize) | 39 | | | | |
| Other events (describe and check column) | | | | | |

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SCORING INSTRUCTIONS:

1. If any events were added at the bottom of the page, a weight must be assigned. Use the weight assigned to some similar event on the list and place it in the appropriate column.

2. Three-month Scores are computed simply by adding the numbers in each column.

3. Six-month Scores must be adjusted to allow for the attenuation of the effect of events that occurred more than three months ago. To do so add the most recent Three-month Score to 75% of the next most recent Three-month Score.

   Example: A child participating in a study in mid January reported the following Three-month Scores: Summer 80, Fall 40, Winter 0 and Spring 50. The most recent Three-month Score is 40 and the next most recent 80. The Six-month Score is 40 + (75% of 80)= 40 + 60 = 100.

4. Nine-month Scores can be determined by adding 50% of the next most recent Three-month Score to the Six-month Score. In the above example this would be (50% of 50) since the study was carried out in January, added to 100. The Nine-month Score is 125.

5. One-year Scores are computed in the same way, adding 25% of the most distant Three-month Score, 0 in this example.

INTERPRETATION OF SCORES:

The table below can be used as a guide, the figures are not precise and may not be generalizable to other geographic locations. The majority of healthy children and adolescents will obtain scores below these figures. Higher scores seem to increase risk of behavioral symptomatology two to three fold.

Approximate upper limit scores for
seventy five percent of a young population

| Age | LENGTH OF SCORING PERIOD | | | |
|---|---|---|---|---|
| | Three Months | Six Months | Nine Months | Twelve Months |
| 8-10 | 50 | 95 | 110 | 110 |
| 11-13 | 60 | 115 | 130 | 135 |
| 14-16 | 75 | 140 | 160 | 170 |
| 17-19 | 90 | 170 | 195 | 200 |

NAME_____
DATE_____

# STRESS QUIZ

## Part A:

1. Define stress.

2. What are the two types of stress? What are two symptoms of each type of stress?

3. TRUE or FALSE - Answer each question with either "true" or "false."

   _____ a) Stress is always bad.

   _____ b) People who feel stress are nervous to start with.

   _____ c) Workers experience stress only when they are afraid to accept responsibility.

   _____ d) Extreme stress makes people jumpy and unable to sit still.

   _____ e) Stress is only in the mind; it is not physical.

   _____ f) Coping with stress involves complicated, time-consuming procedures.

NAME _____

DATE _____

PART B: Read the story below and answer the following questions.

Linda Keliikoa started working for a local flower shop as an assistant. She understood that she would be assisting the owner, Mrs. Lydia Yamamoto, with actual floral arrangements. Mrs. Yamamoto also asked Linda to be responsible for the window display. Linda has been working for six months and has not assisted Mrs. Mrs. Yamamoto with any flower arrangements. She is still performing routine tasks, such as assembling items for the display window and cleaning the shop. Linda thinks her talents are being wasted. She has asked Mrs. Yamamoto about helping with the flower arrangements, but each time Mrs. Yamamoto replies, "We'll see about it later." She intends to let Linda help, but business has been especially heavy lately, and Mrs. Yamamoto feels she can do the arrangements more quickly herself. Linda feels quite discouraged and disappointed in her job. She dreads going to work and has difficulty being polite to customers. The more Linda thinks about her job, the angrier she gets. Linda has decided that today she will tell Mrs. Yamamoto that if she is not allowed to help with the flower arrangements, she will quit her job, even though there is no other flower shop in town where she could work.

1. Describe the kind of stress Linda is experiencing and what are the causes of her stress?

2. There are six ways of coping with stress. How can Linda incorporated each one in helping her cope with her stress?

   a) Optimism:

   b) Self-Confidence:

   c) Flexibility:

   d) Enthusiasm for Life:

   e) Willingness to Accept Uncertainty:

   f) Self-Control:

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NAME_____
DATE_____

# STRESS QUIZ

## ANSWER KEY

Part A:

1. Define stress.

   Stress is the body response to any demand placed upon it.

2. What are the two types of stress? What are two symptoms of each type of stress?

   Physical - (choose any two symptoms) insomnia, fatigue, overeating/loss of appetite, dizziness

   Psychological - (choose any two) listlessness, boredome, anger, depression, fear, avoidance

3. TRUE or FALSE - Answer each question with either "true" or "false."

   f a) Stress is always bad.

   f b) People who feel stress are nervous to start with.

   f c) Workers experience stress only when they are afraid to accept responsibility.

   f d) Extreme stress makes people jumpy and unable to sit still.

   f e) Stress is only in the mind; it is not physical.

   f f) Coping with stress involves complicated, time-consuming procedures.

NAME _____

DATE _____

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1. Describe the kind of stress Linda is experiencing and what are the causes of her stress?

   Linda is experiencing psychological stress. She feel frustrated because she feels her talents are being wasted. She feels afraid and uncertain because she does not know what kind of future she has in this job.

2. There are six ways of coping with stress. How can Linda incorporated each one in helping her cope with her stress?

   a) Optimism:
   Continue to think she'll get to do flower arrangements. Look at the situation positively.

   b) Self-Confidence:
   Know that she can actually do the job. Know that she is doing a good job and that she can do more. Feel good about herself, knowing she does have a job that is related to her interests.

   c) Flexibility:
   Understand that there is more to being in a flower shop than just arranging flowers. Relax and accept the situation. Wait until the busy period is over to see if Mrs. Yamamoto can teach her.

   d) Enthusiasm for Life:
   Be happy that she is helping to contribute towards the success of Mrs. Yamamoto's business. Enjoy what she is doing. Find other "artistic" activities to do.

   e) Willingness to Accept Uncertainty:
   Accept the fact that she might not be able to do floral arrangments. Consider learning on her own and opening her own business.

   f) Self-Control:
   She should control her anger and look at other ways she can help Mrs. Yamamoto. Channle her emotional energy to a more positive action. Don't do anything rash.

PK - 11/4/87

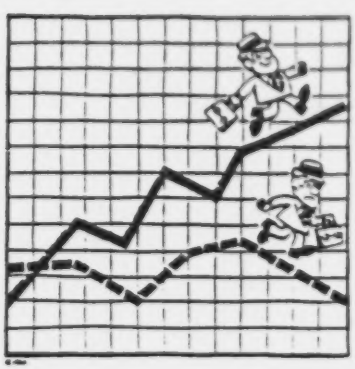
# DEFINING STRESS

by Hans Selye, M.D.

**STRESS** Is the body response to any demand placed upon it.

# SOME STRESS IS HEALTHY

**There has to be some stress in each individual's life. This is normal and healthy. It makes us grow and be interesting people. Many people strive on stress; some say they work better when under pressure or stress. This is true--to a point. Then the stress peak is reached and productivity falls off sharply.**



Pages 19-21 contain four photocopies of copyrighted overhead transparencies, and have therefore been removed. These transparencies were as follows:

"Physical Symptoms of Stress" Transparency #3
"Psychological Indications of Stress" Transparency #4
"The Why's of Stress" Transparency #5
"Coping" Transparency #6

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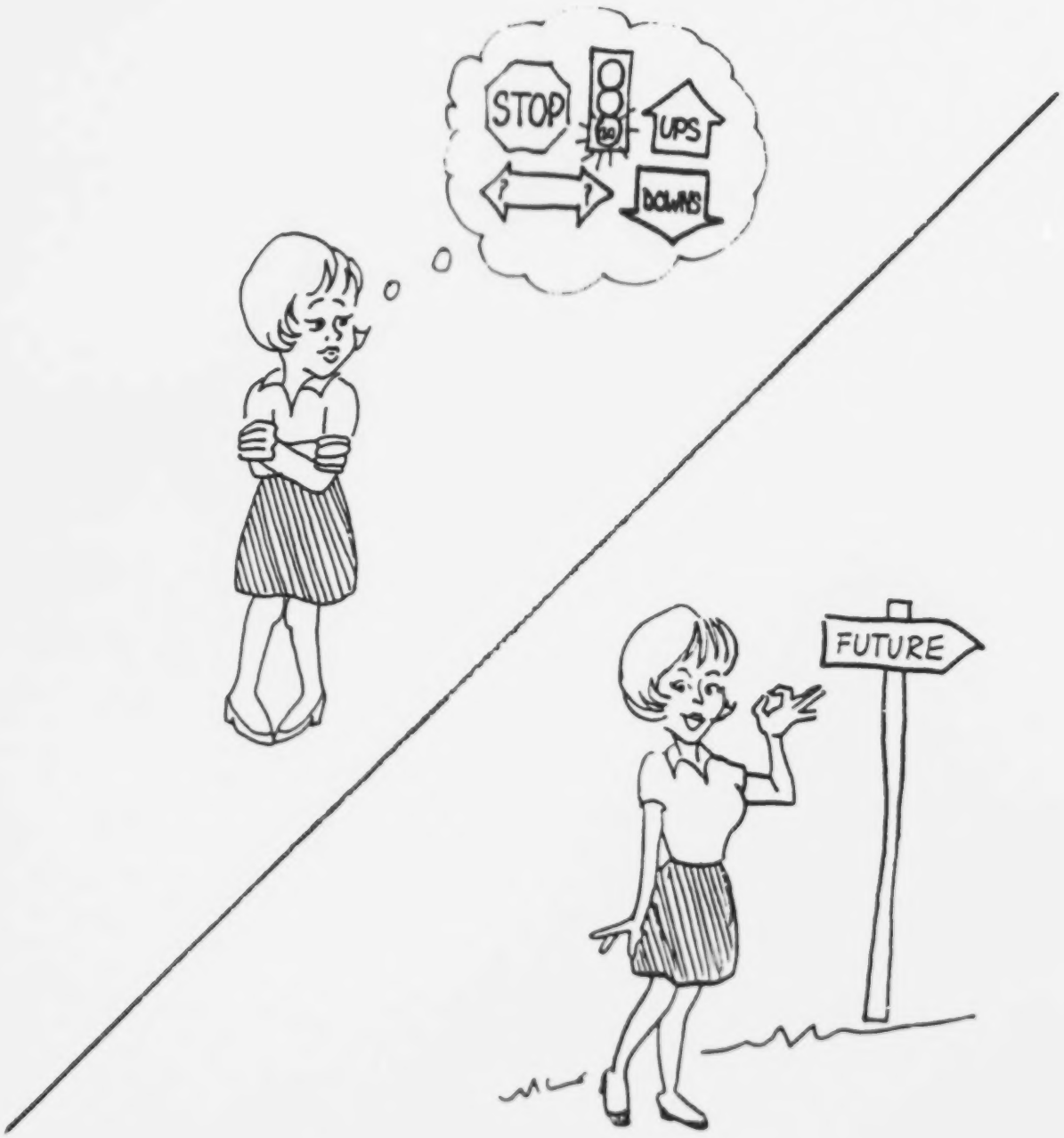
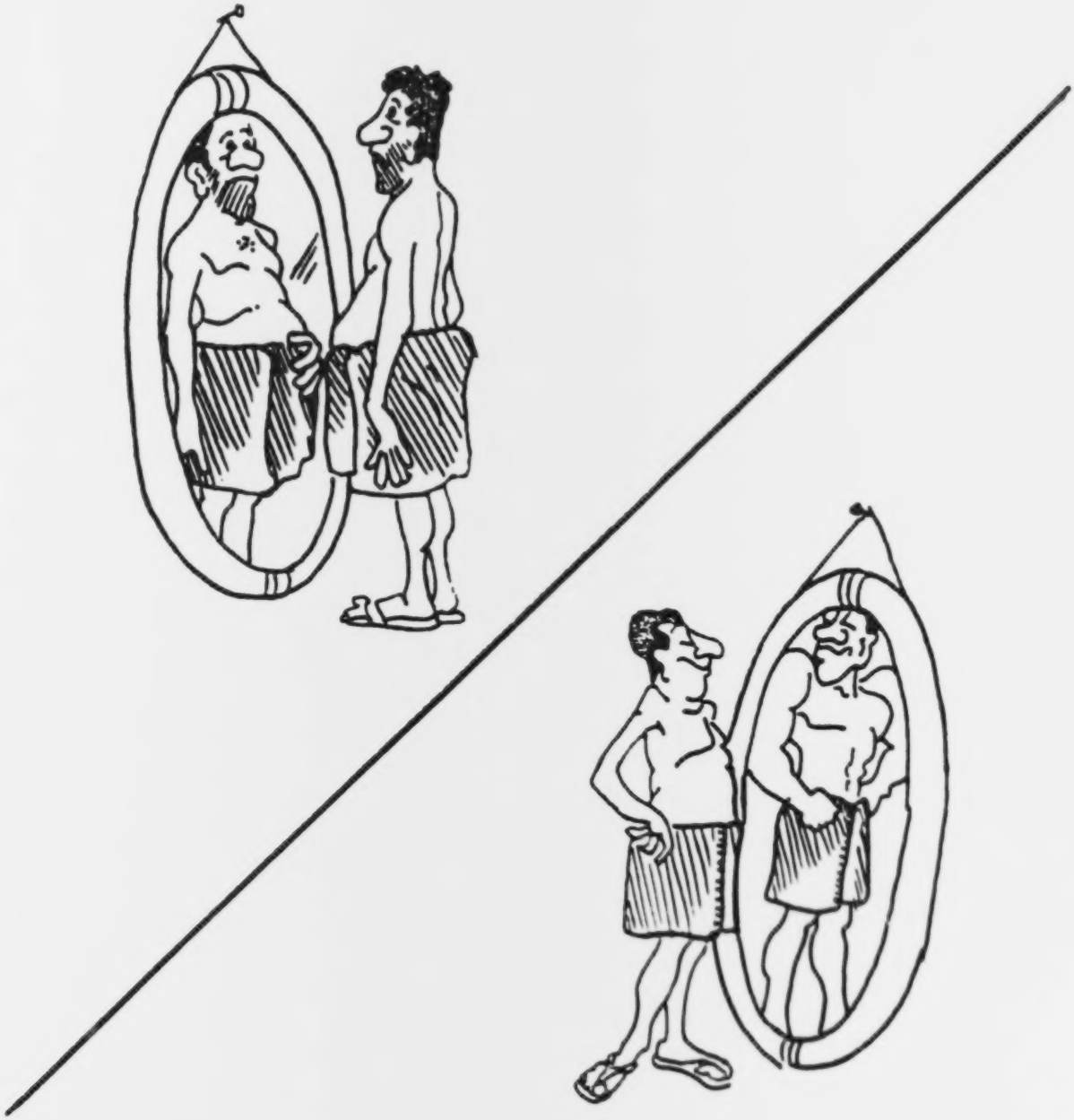
## Transparency #7 Optimism

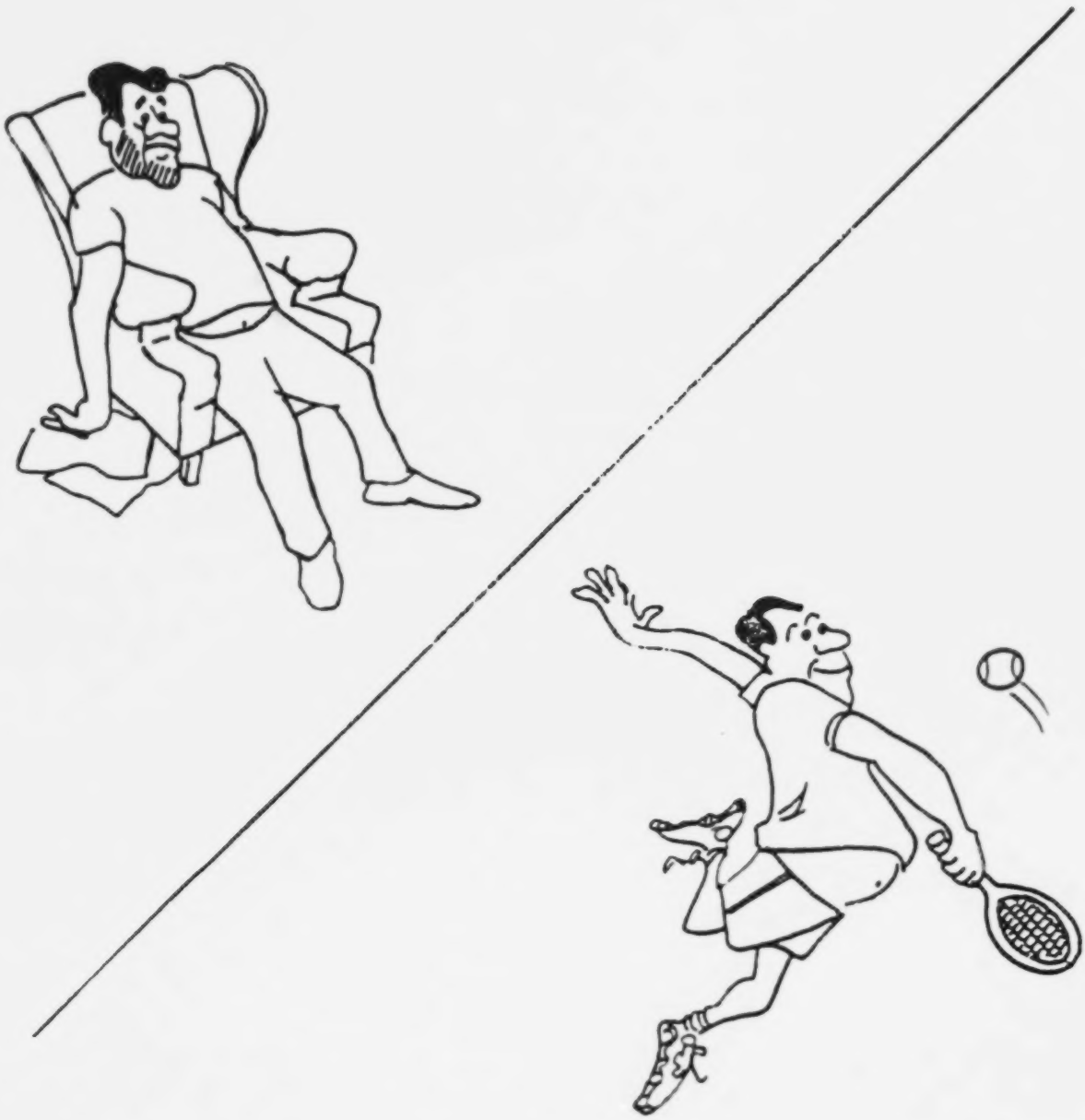


## Transparency #8 Self Confidence

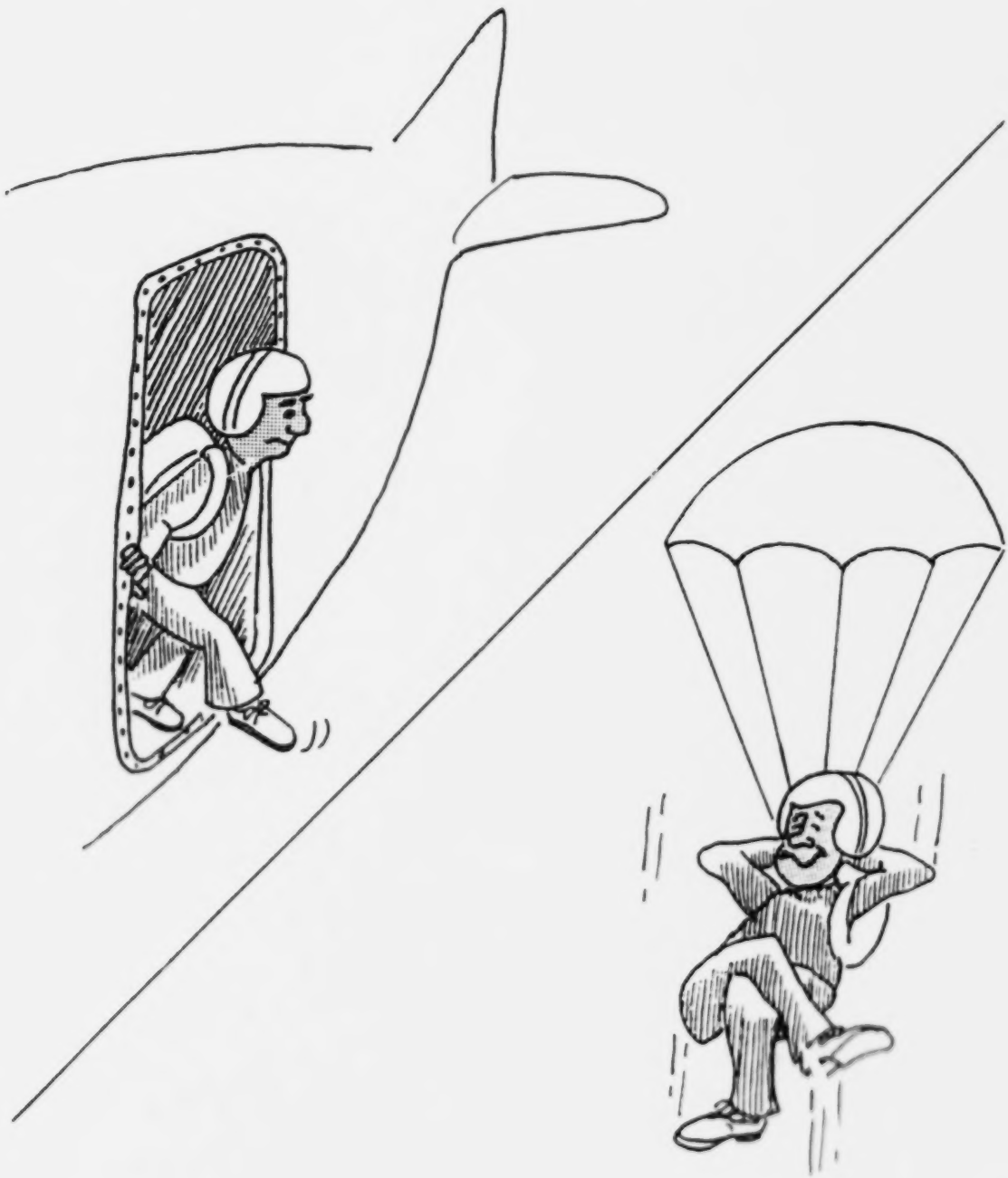


## Transparency #9 Flexibility

## Transparency #10 Enthusiasm for Life



## Transparency #11 Willingness to Accept Uncertainty



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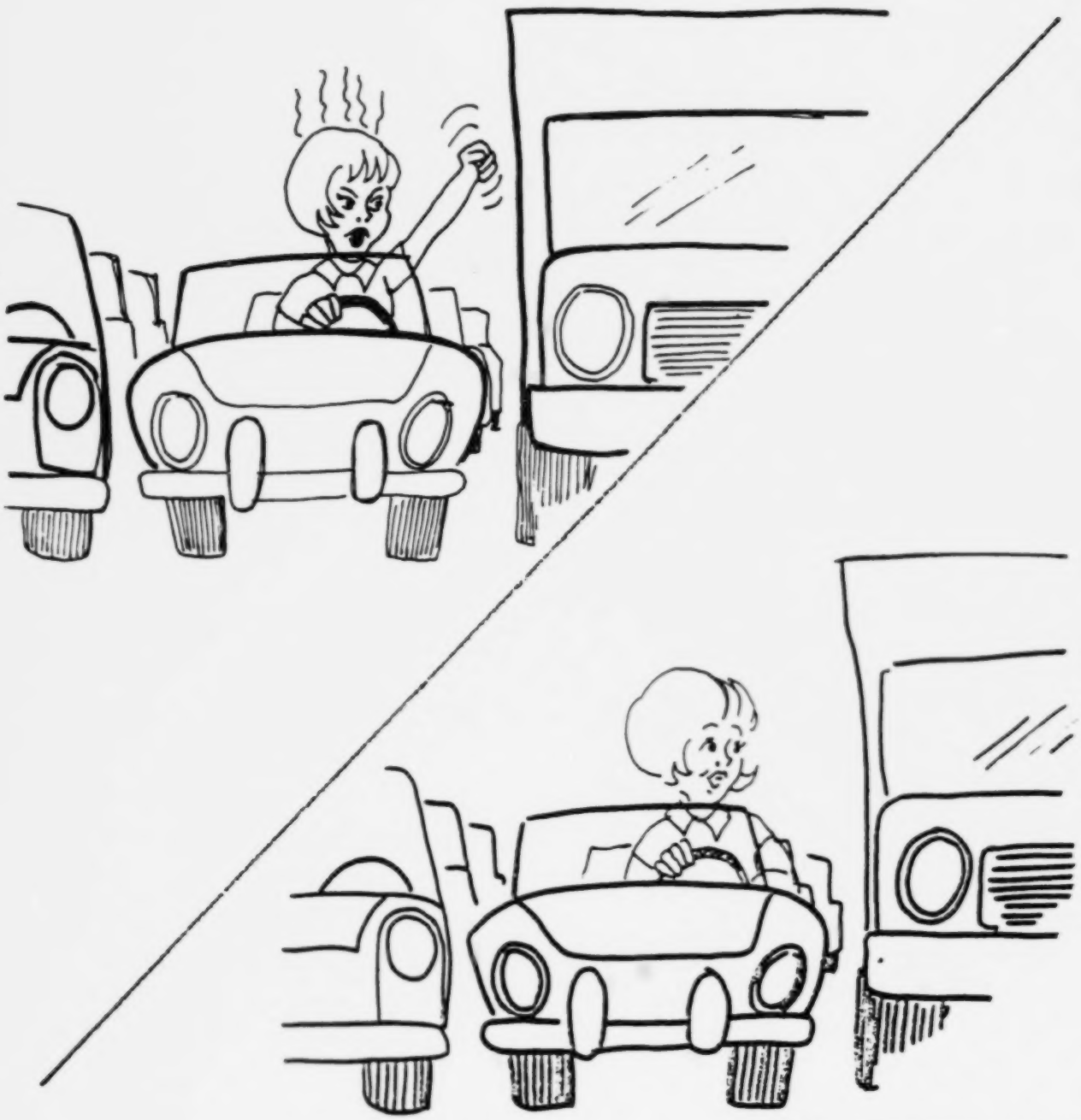
## Transparency #12 Self Control



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